



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

REVIEWS

GRAMMAR FOR TEACHERS

The usual textbook in grammar, which aims to be as elementary as possible, fails to solve some of the puzzles that an inquisitive class is likely to ask. The teacher himself, having no satisfactory authority, and unable to think out all the relationships of a sentence beyond the average degree of complexity, or, perhaps, unable to reduce his thinking to terms comprehensible to his class, too often falls into illogical or arbitrary decisions, which result in confusion both to him and his pupils. The causes of this situation appear to be two: first, the teacher has probably been trained in the old style of grammar, in which form was a matter of major, and function a matter of minor, importance; and second, the teacher has no authoritative book from which he can get the more correct functional point of view, and at the same time obtain a modern discussion of the problems of syntax, especially those not treated in the usual elementary text. The need of a class of books to meet the situation is, therefore, apparent, and is being met—books less formidable in bulk than the Gould Brown grammar, and more modern in point of view. Miss Leonard's¹ endeavor is worthy of high commendation. She has not written a school text, but has treated syntax in a manner suitable for teachers and advanced students, and has aimed to give the best modern thought on the subject. While the book is valuable for the information it imparts, it will be highly serviceable also in weakening what remains of the old reliance upon form (witness the matter of the "case" of nouns), and in strengthening the conception of English grammar as the science of thought-relationships.

CYRUS LAURON HOOPER

CHICAGO TEACHERS COLLEGE
CHICAGO ILL.

¹*Grammar and Its Reasons, for Students and Teachers of the English Tongue.*
By MARY HALL LEONARD. New York: A. S. Barnes & Co., 1910.

BOOK NOTICES

The Essentials of Exposition and Argument. By WILLIAM TRUFANT FOSTER.
Boston: Houghton Mifflin Co., 1911. \$0.90.

A text for high-school classes. To be commended for its use of modern material.
The New Criticism. By J. E. SPINGARN. New York: The Columbia University Press, 1911. Pp. v+35.

Grammar and Its Reasons. By M. H. LEONARD. New York: A. S. Barnes & Co., 1910. Pp. 375. \$1.50 net.

Reviewed elsewhere in these columns.

New Composition and Rhetoric. By ROBERT HERRICK and LINDSAY TODD DAMON. Chicago: Scott, Foresman & Co., 1911. Pp. 508. \$1.00.

A popular book revised.

The Rhetorical Principles of Narration. By CARROLL LEWIS MAXCY. Boston: Houghton Mifflin Co., 1911. \$1.25.

Biography, history, and fiction are treated, but the emphasis is upon the novel and the short story.

English. Book I. By ELVIRA DANIEL CABELL and VIRGINIA WINCHESTER FREEMAN. Chicago: William F. Roberts Co., 1911. Pp. 206.

English. Book II. By ELVIRA DANIEL CABELL and VIRGINIA WINCHESTER FREEMAN. Chicago: William F. Roberts Co., 1911. Pp. 308.

This new series for the elementary schools will be reviewed later.

Selections from Robert Louis Stevenson. By HENRY SEIDEL CANBY and FREDERICK ERASTUS PIERCE. New York: Scribner, 1911. Pp. xxi+457.

Done with taste and discretion. The volume will make Stevenson accessible for class-study. Contents: Introduction; Letters; The Amateur Emigrant; Essays; Father Damien; Stories.

A Study of Versification. By BRANDER MATTHEWS. Boston: Houghton Mifflin Co., 1911. \$1.25.

A companion volume to the author's well-known *Study of the Drama*.

English Versification. By JAMES WILSON BRIGHT and RAYMOND D. MILLER. Boston: Ginn & Co., 1910. Pp. 166. \$0.80.

Narrative and Lyric Poems for Students. By S. S. SEWARD, JR. New York: Henry Holt & Co., 1909. Pp. xv+512.

Far better than Palgrave for boys and girls. To be reviewed in a later number.

Primer. By JAMES H. VAN SICKLE and WILHELMINA SEEGMILLER, assisted by FRANCES JENKINS. Boston: Houghton Mifflin Co., 1911. Pp. 127. Illustrated.

First Reader. By JAMES H. VAN SICKLE and WILHELMINA SEEGMILLER, assisted by FRANCES JENKINS. Boston: Houghton Mifflin Co., 1911. Pp. 128. Illustrated.

Second Reader. By JAMES H. VAN SICKLE and WILHELMINA SEEGMILLER, assisted by FRANCES JENKINS. Boston: Houghton Mifflin Co., 1911. Pp. 192. Illustrated. \$0.40.

Third Reader. By JAMES H. VAN SICKLE and WILHELMINA SEEGMILLER, assisted by FRANCES JENKINS. Boston: Houghton Mifflin Co., 1911. Pp. 256. Illustrated. \$0.50.

A First Reader. By CLARENCE F. CARROLL and SARAH C. BROOKS. New York: D. Appleton & Co., 1910. Pp. 144. Illustrated.

A Second Reader. By CLARENCE F. CARROLL and SARAH C. BROOKS. New York: D. Appleton & Co., 1910. Pp. 168. Illustrated.

A Third Reader. By CLARENCE F. CARROLL and SARAH C. BROOKS. New York: D. Appleton & Co., 1910. Pp. 224. Illustrated.

Tommy Tinker's Book. By MARY FRANCES BLAISDELL. Boston: Little, Brown & Co., 1911. Pp. 177. Illustrated. \$0.60 net.

Little Plays for Little People. By MARION I. NOYES and BLANCHE H. RAY. Boston: Ginn & Co., 1910. Pp. vi+121. Illustrated. \$0.35.

One Thousand Books for Children. By PENRHYN W. COUSSENS. Chicago: A. C. McClurg & Co., 1911. Pp. xx+224.

A very good list for general reading. The titles are arranged according to the ages of the children for whom they are thought to be best suited, and there are special lists on myths, nature-study, handicraft, Bible stories, poetry, and "supplementary reading." There is an index of titles and one of authors.

A Child's Book of Stories. Selected and arranged by PENRHYN W. COUSSENS. Illustrated by JESSIE WILCOX SMITH. New York: Duffield & Co., 1911. Pp. 463.

One of the best collections of the old stories available. The large print and beautiful pictures make the book a handsome addition to the child's library.

The Tudor Drama. By C. F. TUCKER BROOKE. Boston: Houghton Mifflin Co., 1911. Pp. 461.

"A history of the English national drama to the retirement of Shakespeare."

A First Book in English Literature. By HENRY S. PANCOAST and PERCY VAN DYKE SHELLY. New York: Henry Holt & Co., 1910. Pp. 497. More of biography and less of criticism than its predecessors.

The Elementary Course in English: A Syllabus for Teachers. By JAMES FLEMING HOSIC. Chicago: University of Chicago Press, 1911. Pp. 150. \$0.82.

The New Composition-Rhetoric. By FRED NEWTON SCOTT and JOSEPH VILLIERS DENNEY. Boston: Allyn & Bacon, 1911. Pp. 468.

The best features of the excellent Composition-Rhetoric and Composition-Literature in a single volume.

American Public Addresses. By JOSEPH VILLIERS DENNEY. Chicago: Scott, Foresman & Co., 1910.

A College Course in Writing from Models. By FRANCES CAMPBELL BERKELEY. New York: Henry Holt & Co., 1910. Pp. 478.

One of the best collections of prose for study in composition classes available. Excellent questions and suggestions for study and writing are included.